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## From the Editor/In this Issue

Robert King

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## In This Issue:

### From the Editor

Raymond Carver, to my mind one of the most capable of contemporary short story writers, recounts in Fires (a collection of essays, poems and stories published by Random House in 1983) his amazement at reading an essay by Flannery O'Connor about the writing of short stories. O'Connor, emphasizing writing as a process of discovery, mentioned that she did not know what was going to happen in a particular story until 10 or 12 lines before it happened. Carver says "It came as a shock that she, or anyone for that matter, wrote stories in this fashion. I thought this was my uncomfortable secret, and I was a little uneasy about it. For sure I thought this way of working on a short story somehow revealed my shortcomings."

Many of us have encountered our own "uncomfortable secrets" about teaching and learning. At times it seems that everyone else knows exactly what to do--to "teach" this or "research" that--or at least to sound as if they do. We may become uneasy in our own uneven progress. But true learning involves those periods of uncertainty and struggle, whether it is the learning of the creative writer or the learning of the teacher and researcher.

In this third issue of TEACHING & LEARNING, I'm pleased to present three pieces that show their authors thinking through problems and experiences.

Catherine Loughlin (University of New Mexico) discusses her process--one could almost say journey--of researching the learning environment of the classroom. In her article she chronicles her shift from a quantitative to a qualitative methodology and gives both insight and inspiration to us in the process.

Mary DiSchino (Lesley College) recounts and reflects on her personal and professional development in an article long overdue for publication. Mary belonged to the "Moon Group" of teachers and learners, so named because one of its self-engaging activities involved personally discovering and explaining the phases of the moon by observation and thought rather than "looking up" a standard textbook explanation.

Mary's personal odyssey described here is a testament to real learning.

June Fox (Dean of Education and Special Education at Lesley College) reviews the second edition of an important 1962 book, The Preparation of Teachers. She takes us through the 60s and 70s to return us to the new/old problems of teacher preparation we still, or again, face.

All is not known. Those issues of teaching and learning which appear to have been scientized or methodologized are, we discover, only other attempts, other approximations, sometimes succeeding only by virtue of what they omit. We may be uncomfortable that so much of our learning proceeds through struggle and uncertainty with glorious bursts of discovery but that is, apparently, the way teaching and learning happen.

Raymond Carver, one of the so-called minimalists of modern fiction, admits to 14 or 15 revisions of his spare and effective stories.

--Robert King, Ed.